YUKON
DEPARTMENT
OF EDUCATION

PUBLIC SCHOOLS BRANCH

ANNUAL REPORT

2002-2003

SCHOOL YEAR

Yukon
Education
Éducation

To the reader...

The report deals with the activities of the Public Schools Branch only. Financial information covers the 2002-2003 fiscal year.

The report covers the 2002-2003 school year. (mid-August 2002 to mid-August 2003)

The report contains **four** substantive sections:

- **Overview of the K-12 Public School System**
- **Student Characteristics**
- **Education Programming Highlights**
- **Student Achievement Statistics**

The report provides, whenever possible and where sample size is sufficiently large to ensure anonymity, information or statistics for First Nations students as a subset of the Yukon aggregate data.

The report also includes a "More information..." section which lists publications and internet resources of interest to parents and the general public.

Purpose of the Annual Report:

The *Education Act* (Sec 5 (h)) requires the Minister of Education to table an Annual Report on the state of education in the Yukon, including reports from each School Board, in the Legislative Assembly following the end of the year for which the report is made.

This report is being tabled in response to that section of the Act for the 2002-2003 school year.

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Overview of the K-12 Public School System

The Public Schools Branch provides kindergarten to grade 12 education throughout the Yukon in 28 schools, including three Roman Catholic schools, and supports the Francophone School Board in the operation of Yukon's only French first language school. The branch also provides support and resources for distance education, home schooling, and students with identified special needs.

The British Columbia program of studies forms the basis of the Yukon curriculum; however, the branch and its educators frequently adapt programming to reflect local needs, conditions, and opportunities. Examples of this include experiential programs, where real experiences are used to enhance the teaching of concepts; literacy and numeracy initiatives such as Reading Recovery™; and culturally diverse programming that reflects the Yukon's cultural and linguistic diversity, including that of Yukon First Nations.

Budgets

For the fiscal year 2002-2003, actual operations and maintenance (O/M) expenditures for the Public Schools Branch totaled $61,452,000 or 67 per cent of the total O/M budget for the Department of Education. These expenditures were broken down as follows:

- Administration ($466,000 or 0.75 per cent of the Public Schools branch budget)
- Program Delivery ($55,240,000 or 90 per cent of the Public Schools branch budget)
- Program Support ($3,475,000 or 5.7 per cent of the Public Schools branch budget)
- French Language Programs ($1,043,000 or 1.7 per cent of the Public Schools branch budget)
- Special Programs ($1,228,000 or 2 per cent of the Public Schools branch budget)

Administration expenditures are those for central office administrative costs within the Department of Education.

Public Schools Branch 2002-2003
O & M Expenditures

(Figure 1a) Source: Yukon Education (YT ratio); Centre for Education Statistics, Stats. Can. (Can. Ratio)

These include expenditures such as professional development for teachers and the Superintendent's office.

Program Delivery expenditures are those for school-based personnel and activities, as well as site-based facility expenses. These include salaries for teachers, remedial tutors, educational assistants, school secretaries, school librarians, Directors of Learning and native language instructors, all of whom provide direct services to the students in the classrooms.

Program Support expenditures are those that support school-based personnel and activities. These cover the operation of the Gadzoosdaa residence, teacher recruitment and relocation, educational consultant services, participation in the Western Canadian Protocol, school libraries, and acquisition and distribution of school curriculum resources.

French Program expenditures are those that support French language programs. These include the French Monitor Program, administration costs associated with the Francophone School Board and French second language programs for adults.

Special Programs expenditures are those that support school-based special education services. These cover psychological assessment services, speech/language programs, occupational therapy, sensory impairment support services and other special needs programs or services that are required to meet the needs of special education students.

For the fiscal year 2002-2003, capital expenditures for the Public School Branch totaled $7,347,000 or 76 per cent of the total capital budget for the Department of Education. These expenditures were broken down as follows:

- facility construction and maintenance - $6,205,000
- instructional programs - $1,142,000

Note: All figures for the "Educational Partnership " and the "Budgets " sections are based on March 31, 2003 data, and are subject to rounding.

Educational Partnerships

The Minister of Education, along with the Francophone School Board (five members); the Kluane Lake School Committee (five members); and Yukon's 27 school councils (152 members) worked in partnership to provide policy direction to the 700 full-time equivalent (FTE) employees responsible for delivering the Yukon K-12 Public School education. As of March 31, 2003, these employees were comprised of the following:

- 41 central office staff at the Department of Education
- 11 central office seconded teachers
- 10 Gadzoosdaa Residence staff
- 10 French language monitors
- 44 school administrators (principals and vice-principals)

- 37 school secretaries
- 408 teachers
- 25 remedial tutors
- 86 educational assistants
- 31 aboriginal language teachers

Of additional interest, 29 of our current teachers are graduates of the Yukon Native Teacher Education Program (YNTEP).

The majority (60%) of Yukon teachers have ten or more years of teaching experience, while approximately 27% have between 0 and 5 years of experience, and 13% of teachers with 5-10 years.

In addition, approximately 88% of Yukon teachers hold at least a Bachelor of Education Degree, and roughly 12% hold an additional Masters degree or higher.

These partners and the staff listed above provided for the educational needs of the students who attended 28 schools located throughout the Yukon, as well as distance-educated students and registered home-educated students.

Professional Development:

The Department of Education, in partnership with the Yukon Teachers Association, works to provide professional development opportunities for Yukon teachers on an ongoing basis.

In 2002-2003, the Department contributed, through a framework outlined in the YTA Collective Agreement, a sum of $362,000 to the YTA professional development fund. It also covered the costs of the position of half-time PD Coordinator for the YTA.

In addition, the Department spent approximately $127,000 in professional development for teachers, through the delivery of in-services and workshops presented by Department consultants.

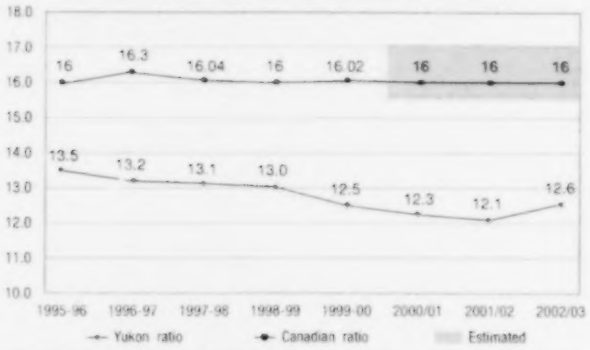
Pupil-Teacher Ratio

The Yukon enjoys the lowest (i.e. most favourable) pupil-teacher ratio of any Canadian educational jurisdiction. On average there is one teacher for every 12 students. The lower rate has traditionally been associated with the need to staff rural schools based on programming requirements rather than on enrolment. However, the steady decrease in the ratio from 1997 to 2002 is largely related to declining enrolment.

Expenditures per Student

Expenditures per student have been increasing since 1997 for a number of reasons. A large portion of the increase is associated with declining enrolment and the loss of staffing efficiencies. However, part of the increase is associated with significant increases in the cost of school utilities, such as heat and light, and on collective agreement salary increases. Expenditures per student include: Program Delivery, Program Support, Special Programs, French Language Programs and Administration.

Pupil-Teacher Ratio as of March 31, 2003



(Figure 1b) Source: Yukon Education (YT ratio);
Centre for Education Statistics, Stats. Can. (Can. Ratio)

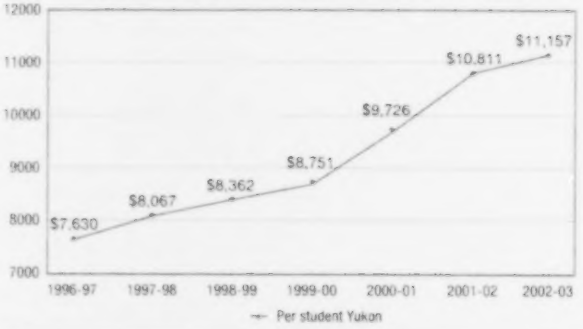
Pupil-Teacher Ratio

For the Yukon: Enrolment in Grades K to 12 divided by the number of full-time equivalent (FTE) number of teachers.

For Canada: Full time equivalent enrolment (in Grades 1 to 12) and ungraded programs plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators.

Note: The Yukon calculation usually yields a slightly higher pupil-teacher ratio than does the Canada calculation.

Expenditures per student as of March 31, 2003



(Figure 2) Source: Yukon Education

Expenditure per Pupil

For the Yukon: The combined total of custodial salaries, maintenance payable to Property Management Agency, clerical salaries, teacher salaries, site-based allotments, educational assistant salaries, native language instructor salaries and substitute teacher salaries, divided by the enrolment in Grades K to 12.

Facility Highlights

Some of the major initiatives that took place last year to upgrade the school facilities are included in this section. This represents only a portion of the work done, and is intended to highlight the major projects.

Rural Schools

- Carcross School received new carpeting in the library and in a couple of the classrooms.
- Selected areas of the roof were replaced in Del van Gorder School in Faro, as well as the replacement of the fire alarm communications system.
- The school addition for Eliza van Bibber School, which began construction in the previous year, was completed in 2002-2003. It included a renovated office, a new library and four new classrooms.
- The new JV Clark School had the landscaping completed, which included sidewalks, lawn and gravel surfacing on the old school site.
- The interior of the building was repainted at Johnson Elementary.

Whitehorse Schools

- A full roof membrane replacement was completed at Golden Horn Elementary School.
- A new front lawn was installed and repairs were done to the irrigation system at Christ the King Elementary School
- Elijah Smith Elementary School and Takhini Elementary School had the gymnasium floors refinished.
- Exterior painting was done to Grey Mountain Primary, Vanier Catholic Secondary and Hidden Valley Elementary Schools.
- A large number of projects were undertaken for FH Collins, Vanier Catholic, and Porter Creek Secondary schools. Further detailed information is available from the Department of Education Facilities Management Unit.

Computer and Network Upgrades

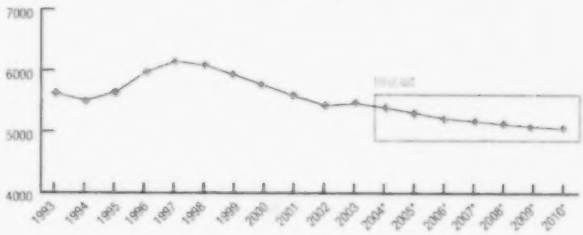
The majority of the effort of the Information Technology and Support Services unit in 2002-03 went into behind-the-scene work for network reconfiguration and standardization of file servers and desktop applications. In addition, the following work was completed:

- the newly built J.V. Clark School in Mayo had high-speed network access and new computers installed
- Faro and Ross River schools had network connectivity improved in time for the fall school start
- The French First Language School, École Émilie Tremblay, received new hardware in the computer lab
- Grey Mountain Primary School received a new mobile lab with laptop computers and, as the last school in Whitehorse, high-speed network access.
- FH Collins, Porter Creek Secondary and Vanier Catholic Secondary received new hardware for their computer labs (FHC - two Windows Labs; PCSS - one Windows Lab; Vanier - one Mac Lab)

Student Enrolment

For the decade 1986 to 1996, student enrolment grew steadily both in Canada and the Yukon; however since 1996, enrolment has declined in the Yukon, with the exception of the 2002-03 school year where it held fairly steady. The number of students in public schools as of May 31, 2003 totaled 5,466. This represented a slight increase of 34 students from May of the previous school year. It represented a decrease of 688 students, or 11.2 per cent, since the 1996-1997 school year.

Yukon Public School Enrolment
1993 - 2010*



* 2004 - 2010 forecast based on October data

(Figure 3a) Source: Yukon Education

In 2002-2003, elementary students (K-7) represented 61 per cent of the total Yukon student population. Secondary students (8-12) represented 39 per cent. Given that population demographics predict that the zero to four-year-old segment of the population will continue to decline at twice the rate of other school-aged segments, it is reasonable to expect that enrolment will continue to decline slowly for many years to come. Ten-year student enrolment projections produced by Department of Education predict a decrease of approximately 22 per cent by 2012.

First Nation students represented approximately 28.5 per cent of the total Yukon student population. However, the distribution of these students varied considerably between Whitehorse and rural Yukon communities and between programs and/or schools (see figures 3, 4a and 4b below). Overall, males and females represented approximately 50 per cent each of the total population. This percentage has remained fairly stable over the past five years.

Whitehorse Enrolment

In 2002-2003, students attending Whitehorse schools represented approximately 78 per cent of the total Yukon

student population. First Nation students represented approximately 21 per cent of the Whitehorse student population.

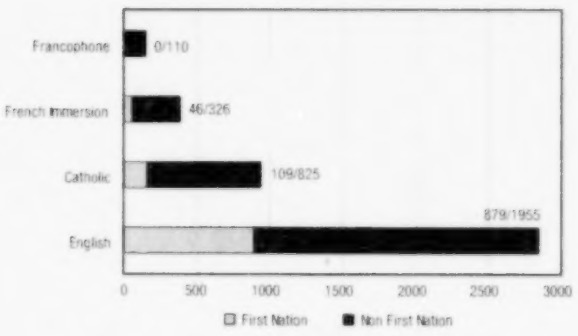
Whitehorse was the only Yukon community having sufficient student numbers to allow an analysis by program choice and ethnicity. Figure 3 shows the four broad program categories of enrolment. The regular English program enrols the majority of students and serves the largest percentage of First Nation students. Both French Immersion programming and Catholic programming continue to be popular. Catholic enrolment has experienced growth in recent years while the English program has declined. This is in part attributed to Catholic schools' policy to admit students from any faith, provided there is capacity within these schools to accommodate all students of the Roman Catholic faith who wish to attend.

Rural Yukon Community Enrolment

In 2002-2003, students attending rural Yukon schools represented approximately 22 per cent of the total Yukon student population. First Nation students represented approximately 51 per cent of the rural Yukon school population. As rural Yukon schools vary in student population from about 10 to approximately 260 students, the schools have been divided into two categories. Figures 4a and 4b provide enrolment analysis by ethnicity for rural schools with more than 70 students and less than 70 students respectively.

In most rural schools, close to 50 per cent of the students enrolled identified themselves as First Nation. The largest proportions of First Nation students are in the Yukon's smallest schools.

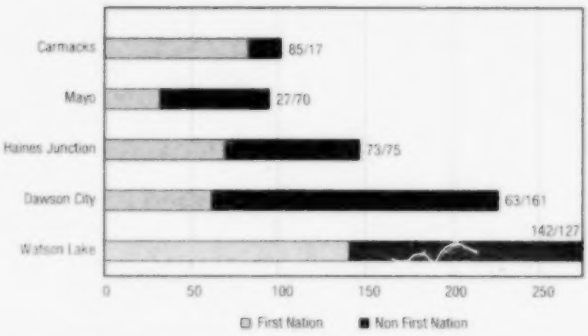
Whitehorse Student Enrolment as of May 31, 2003



(Figure 3b) Source: Yukon Education

Note: *First Nation ancestry is based on self-identification.*

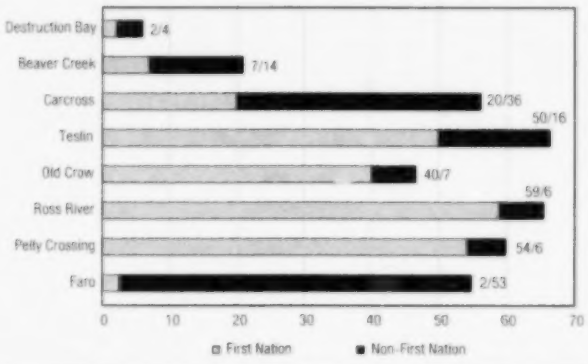
Community Student Enrolment as of May 31, 2003 (where > 70 students)



(Figure 4a) Source: Yukon Education

Note: *First Nation ancestry is based on self-identification.*

Community Student Enrolment as of May 31, 2003 (where < 70 students)



(Figure 4b) Source: Yukon Education

Note: *First Nation ancestry is based on self-identification.*

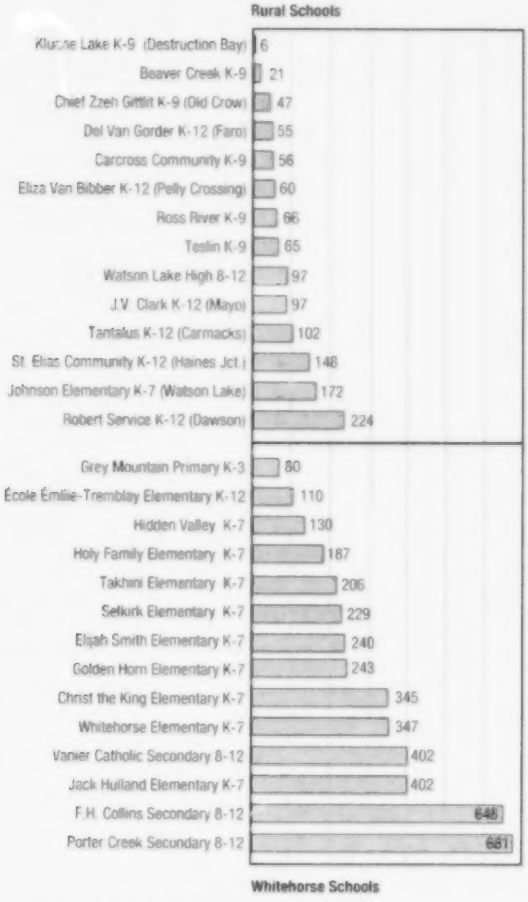
Distance Education

The Yukon Distance Education program is made up of courses provided through both print correspondence and technology assisted distributed learning.

In 2002-2003, there were 94 students registered in distance education programs or courses. These students were enrolled in 116 correspondence courses at various grade levels offered by the British Columbia Ministry of Education.

The Public Schools Branch began offering distributed learning courses in January 2001. These courses, known as CONNECT, are Internet and computer-enhanced programs offered through an affiliation with the B.C. Distance Education

Enrolment by School, May 2003


Rural Schools
Kluane Lake K-9 (Destruction Bay) 6
Beaver Creek K-9 21
Chief Zzeh Gittlit K-9 (Old Crow) 47
Del Van Gorder K-12 (Faro) 55
Carcross Community K-9 56
Eliza Van Bibber K-12 (Pelly Crossing) 60
Ross River K-9 66
Teslin K-9 65
Watson Lake High 8-12 97
J.V. Clark K-12 (Mayo) 97
Tantalus K-12 (Carmacks) 102
St. Elias Community K-12 (Haines Jct.) 148
Johnson Elementary K-7 (Watson Lake) 172
Robert Service K-12 (Dawson) 224
Grey Mountain Primary K-3 80
École Émilie-Tremblay Elementary K-12 110
Hidden Valley K-7 130
Holy Family Elementary K-7 187
Takhini Elementary K-7 206
Selkirk Elementary K-7 229
Elijah Smith Elementary K-7 240
Golden Horn Elementary K-7 243
Christ the King Elementary K-7 345
Whitehorse Elementary K-7 347
Vanier Catholic Secondary 8-12 402
Jack Hulland Elementary K-7 402
F.H. Collins Secondary 8-12 648
Porter Creek Secondary 8-12 681
Whitehorse Schools

(Figure 4c) Source: Yukon Education

Schools Consortium. During the 2002-2003 school year the Yukon's Distributed Learning program expanded to all rural secondary schools, and included a total of 110 students enrolled in 31 courses in grades 9 to 12.

Home Education

There were 34 home-educated students registered with the Public Schools Branch in 2002-2003. In previous years, these students have ranged in number from 44 in 1997-1998 to 76 in 2001-2002.

In 2002-2003, distance education courses for grades 8-12 were made available to registered home education students at no cost, with plans to expand this offering in 2003-2004 for grades 4 through 12.

Education Programming Highlights

Introduction

The Public Schools Branch serves a broad range of students. In order to meet the unique educational needs of all of these students, the branch augments its general programming with a variety of programming options. These program options are discussed below.

Early Intervention

Early intervention refers to programs that provide additional assistance as early as possible to children who have difficulty learning. The major early intervention programs supported by the Public Schools Branch in 2002-2003 were the extended kindergarten program and Reading Recovery™.

In addition to these initiatives in the 2002-2003 school year, the branch was engaged in the following early intervention initiatives:

- motoric screening (89 Grade one students from 19 schools were screened);
- transitioning from the Child Development Centre to Kindergarten and Special Programs (33 students in Whitehorse, and 17 in rural schools);
- Books for Babies program continued through distribution at the Whitehorse General Hospital;
- identification of at-risk kindergarten children has been formalized with the development of a kindergarten screening profile used by all schools.

Extended Kindergarten Programs

The extended kindergarten programs emphasize language, social skills, pre-literacy and numeracy, as well as "learning to learn"[4] behaviours. In the 2002-2003 school year, Tantalus School in Carmacks operated a full-day kindergarten program that included four-year-old students attending on a half-day basis.

In addition, the branch continued to pilot two full-day kindergarten programs at Elijah Smith Elementary School in Whitehorse. Hidden Valley Elementary School extended the kindergarten time to 0.6 for three months in the spring so children could attend three full days per week.

A combined kindergarten program for four and five-year-olds (K-4) was offered in Beaver Creek, Carcross, Carmacks, Mayo, Old Crow, Pelly Crossing, Teslin, and Ross River in order to provide children with more time to prepare for entry into Grade one. The Child Development Centre assists by providing in-school support for a number of four year olds in these rural communities.

Reading Recovery™ Program

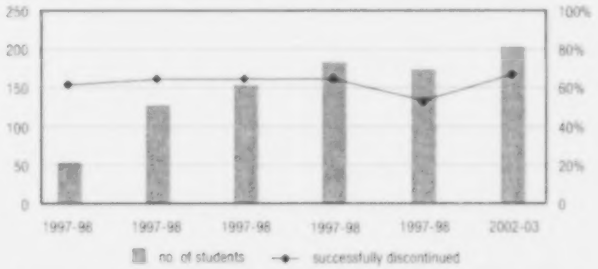
The Reading Recovery™ program is a key component in the early intervention strategy of the Public Schools Branch. With its dedicated teacher resources (29 active teachers in 2002/03) it is one of the branch's major investments, costing approximately $1.3 million. It is a preventative program delivered to six-year-old students in grade one to help students with reading and writing difficulties to achieve average levels of literacy in approximately 12 to 20 weeks. In addition to classroom teaching, these students benefit from targeted one-on-one teaching that helps the student learn to read, and teaches the child to be an independent, problem-solving reader. Students who do not achieve the desired level of literacy receive further assessment and individual attention. There were 344 grade one students in the Yukon in the 2002-2003 school year. Of these, 337 attended one of the 20 schools that offered Reading Recovery™. Of these students, 168 were new to the Reading Recovery™ program. There were an additional 34 students carried over from the previous school year, for the total of 202 in the program.

The Yukon's target for accessibility to the Reading Recovery™ program is all grade one children who require special support to become independent readers. This accessibility target is estimated to be as high as 40 per cent. Such an accessibility target compares favorably to other ministry-funded Reading Recovery™ programs. For example, in Manitoba and Nova Scotia, the accessibility target is 20 per cent of six-year-old students.

Surveys of parents whose children benefited from the Reading Recovery™ program show strong support for the program. Similarly, school administrators and teachers regard the program as highly beneficial and successful.

The Reading Recovery™ is now considered to be fully implemented as a result of the increased allocation of resources and the training of certified Reading Recovery™ teachers. The number of students benefiting from the program since its inception is reported in figure 5a.

Number of students in the Reading Recovery™ program

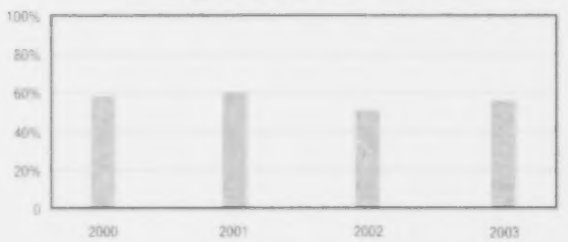


(Figure 5a) Source: Yukon Reading Recovery™ Report 2002-2003 Yukon Education

Reading Recovery™ and Achievement Tests

The Department of Education provides Yukon Achievement Test (YAT) results to the Reading Recovery™ Centre for students who have been through the program in previous years. The Centre uses the data to help evaluate the effectiveness of the program. Results of Reading Recovery™ students on the Language Arts 3 Yukon Achievement Test are presented in the following chart as average score for the test of Reading Recovery™ students. Further reporting on the Achievement Tests is continued later in this report.

Yukon Achievement Test - Language Arts 3
Reading Recovery™ student results



(Figure 5b) Source: Yukon Education

For further information about the Reading Recovery™ Program, you may obtain a copy of the Yukon Education Reading Recovery™ Report 2002-2003 from the Department of Education.

Education Programming Highlights

Experiential Education

Experiential education integrates hands-on experience with the learning process. Research has shown that many students benefit from this approach. Well-designed and well-delivered experiential education programs enhance students' comprehension of key concepts and improve their level of achievement. This appears to be the case for students with a variety of learning styles and abilities. The Public Schools Branch recognizes the Yukon's success with innovative experiential programs such as ACES (Achievement, Challenge, Environment, Service), MAD (Music, Art and Drama), Vision Quest (a First Nations cultural identity course), ES (Experiential Science), OPES (Outdoor Pursuits Experiential Science) and PASE (Plein air et sciences expérientielles). In addition, the branch sees the value of integrating experiential approaches into standard course curricula. Many educators use components of experiential education as a matter of course, but the branch is actively encouraging the expansion of this approach through ongoing teacher education, and by providing opportunities to enhance curriculum delivery. During the 2002-2003 school year, the Public Schools Branch:

- Supported training to provide educators with the skills to use experiential techniques and ideas when they deliver curriculum. As a result of this support, it is expected that classroom teachers, from all disciplines, at the intermediate and senior levels, will use experiential approaches more often to help students learn.
- Supported the GLOBE program, an international authentic research program for students. The program monitors climate change and teaches applied research skills. During the 2002-2003 school year, nine schools actively participated in the use of GLOBE: St. Elias Community School in Haines Junction, the Chief Zzeh Gittlit School in Old Crow, Robert Service School in Dawson City, Del Van Gorder School in Faro, Watson Lake Secondary School in Watson Lake, and Jack Hulland, Elijah Smith, Porter Creek Secondary, and Wood Street schools in Whitehorse.

Teen Parent Program

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so they can finish high school. The program teaches students how to care for their children, plan and prepare healthy meals, manage their money, and plan their futures. The program also provides daycare, counseling services, transportation and health guidance. Staff at the Centre in 2002-2003 include 2 FTEs (1 teacher and 1 remedial tutor) hired by the Department of Education and 4 FTEs (daycare staff) placed by the Teen Parent Society, serving approximately 20 families.

Youth Offenders

The Youth Offender Program is designed to ensure that incarcerated youth continue to have access to educational opportunities. One teacher provides educational instruction and life skills training for individuals at the Young Offenders Facility.

Active Living Schools

The Task Force on Active Living presented its report to the government in May 2000. The branch's support for the recommendations in that report are demonstrated by the following:

- All Yukon schools now have staff who have been trained in the Active Life Skills Physical Education Curriculum.
- Criteria for Active Living Schools were adopted from the National organization of Active Living Schools.
- New curriculum guides were distributed to schools. In conjunction with Sport Yukon, the branch continued to provide an in-servicing program to assist teachers in implementing Active Living principles in their physical education programs.
- The Department provided $25,000 as part of a cost-sharing agreement to fund the Active Living Coordinator position at Sport Yukon.
- A fourth school, Golden Horn Elementary, has now been designated as an Active Living school in the Yukon.

First Nation Languages and Second Languages

The Public Schools Branch offers a number of second language options for students. During 2002-2003, through various schools, the branch provided language courses and programs as per Tables 1 and 2 below. During the 2002-2003 school year, the branch was also involved in several additional First Nation languages initiatives. The branch:

- contributed $352,000 through a contribution agreement with the Council for Yukon First Nations and $430,000 for staff salaries to support the Yukon Native Language Centre;
- provided $1,938,872 for the salaries of 31 aboriginal language teachers, 28 of whom taught in the Yukon's public schools and three in the Native Language Centre;
- provided training for native language instructors and developed curriculum materials for the teaching of Yukon First Nation languages in Yukon schools through its support of the Yukon Native Language Centre;
- staffed two First Nation consultant positions whose role it is

to provide First Nation culture and language curriculum support to Yukon teachers; and

- supported the development of a common curriculum framework for aboriginal languages in cooperation with the four western provinces and the Territories. As well, Yukon is in the process of adapting the WNCP Aboriginal Language and Culture framework to reflect a Yukon First Nation context to assist curriculum developers as they plan programs at the local First Nation community or in a language group situation.

School	Community	Language Programming
Carcross Community School	Carcross	FSL
Tantalus School	Carmacks	FSL
Robert Service School	Dawson City	FSL
Del Van Gorder School	Faro	FSL
St. Elias Community School	Haines Junction	FSL
J. V. Clark School	Mayo	FSL
Johnson Elementary School	Watson Lake	FSL
Watson Lake Secondary School	Watson Lake	FSL
All elementary schools	Whitehorse	FSL
F.H. Collins Secondary School	Whitehorse	FSL, French Immersion, Spanish
Porter Creek Secondary School	Whitehorse	FSL, German
Vanier Catholic Secondary School	Whitehorse	FSL, Spanish
Whitehorse Elementary School	Whitehorse	FSL, French Immersion

Table 1: European Languages 2001-2002

Source: Yukon Education

Note: FSL refers to French as a Second Language Program

School	Community	First Nation Language Programming
Beaver Creek School	Beaver Creek	Northern Tutchone
Carcross Community School	Carcross	Tlingit
Tantalus School	Carmacks	Northern Tutchone
Robert Service School	Dawson City	Hän
St. Elias Community School	Haines Junction	Southern Tutchone
J.V. Clark School	Mayo	Northern Tutchone
Chief Zzeh Gittlit School	Old Crow	Gwich'in
Eliza Van Bibber School	Pelly Crossing	Northern Tutchone
Ross River School	Ross River	Kaska
Teslin School	Teslin	Tlingit
Johnson Elementary School	Watson Lake	Kaska
Watson Lake Secondary School	Watson Lake	Kaska
Elijah Smith Elementary School	Whitehorse	Southern Tutchone
F.H. Collins Secondary School	Whitehorse	Southern Tutchone
Hidden Valley Elementary School	Whitehorse	Southern Tutchone
Porter Creek Secondary School	Whitehorse	Southern Tutchone
Takhini Elementary School	Whitehorse	Southern Tutchone
Whitehorse Elementary School	Whitehorse	Southern Tutchone

Table 2: First Nation Languages 2001-2002

Source: Yukon Native Language Centre

Education Programming Highlights

Special Education

The policy of the Public Schools Branch is to educate students with special needs in the least restrictive and most enabling environment, as far as is practicable. In most cases, this means providing appropriate modifications to programs within the regular classroom in order to meet the unique needs of these students.

The major role of the Special Programs Division is to support the work of school personnel as they plan and implement educational programs for students with special educational needs. This will allow students to benefit from the educational experiences provided by the school.

The staff in the Special Programs Division includes a coordinator of school support services, school psychologists, speech/language pathologists, a consultant for students with hearing impairments, a teacher for students with visual impairments, a physical therapist and an occupational therapist. These consultants provide support through school and classroom visits and through meetings with teachers, parents and other relevant school and/or Public Schools Branch personnel.

The majority of students have their needs addressed in the regular classroom. However, when it is appropriate, the Public Schools Branch provides separate settings for some students.

Students placed in the Shared Resource Program require a highly specialized curriculum that cannot be delivered in the regular classroom setting.

There are three types of shared resource programs:

- ***Life Skills Programs:*** Students recommended for these programs have pronounced cognitive deficits which make programming for them a challenge. These students' highest priority needs are in the areas of functional life skills.
- ***Behavioural Intervention Programs:*** Students recommended for these programs have severe behaviour disorders and/or severe social/emotional disturbances.
- ***Multi-needs Programs:*** Students recommended for these programs have severe and/or multiple handicaps.

In the 2002-2003 school year, the branch delivered the following Shared Resource Programs:

Life Skills

- Elijah Smith Elementary School (primary school aged)
- Elijah Smith Elementary School and Takhini Elementary School (intermediate age) students)
- Vanier Catholic Secondary School (secondary aged students)
- F.H. Collins Secondary School (secondary aged students)

Behavioural Intervention

- Jack Hulland Elementary School (intermediate age students)
- Riverfront Centre (off campus program for secondary age students) administered by Vanier principal
- Young Offenders Facility - teacher provided to youth in closed custody at Young Offenders Facility

Multi-needs

- Selkirk Elementary School (primary age students)
- F.H. Collins Secondary School (secondary age students)

Students on Individualized Education Plans (IEPs)

Individualized Education Plan (IEP)

Students with exceptional educational needs are entitled to Individualized Education Plans (IEPs). These plans guide the students' activities in school. They also describe the program modifications developed for the students and the services that are to be provided to the students. IEPs must cover:

a) the strengths and needs of the student;

b) long-term or annual goals;

c) short-term goals or specific behavioural objectives;

d) suggested instructional materials, methods and strategies including required adaptations and assessment methods;

e) persons responsible for the implementation of the IEP, including parents;

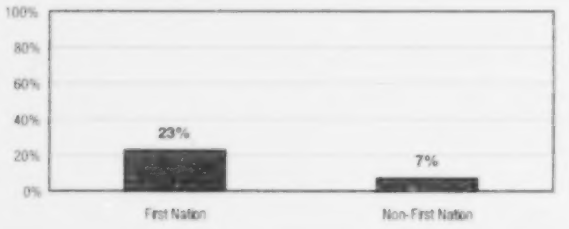
f) the period of time and process for review of the IEP; and

g) parents' written, informed consent for implementation.

The distribution of students on IEPs varies considerably between Whitehorse and rural Yukon communities. Notable are the following:

- Figure 6 indicates, 21% of all rural students are on IEPs, and 9% of all urban students are on IEPs.
- Figure 7 indicates that 23% of all First Nation Yukon students were on IEPs, whereas 7% of all non First Nation Yukon students were on IEPs.
- Together, these figures indicate that a significant amount of the resources of the Special Programs Division are dedicated to the identified educational needs of rural Yukon students and of First Nation students.

(Figure 6) Source: Yukon Education



(Figure 7) Source: Yukon Education

Francophone Education

The Yukon Francophone School Board #23 (Commission Scolaire Francophone du Yukon - CSFY) offers education services to enhance the academic and personal growth as well as the cultural identity of the territory's Francophone learners. Formed in 1996, it is the Yukon's only school board. It operates under the authority of the Minister and has a mandate to provide French First Language educational services for the Yukon.

Under direction from a board of trustees made up of five elected members chosen from the Yukon's Francophone community, CSFY administers Ecole Émilie-Tremblay, the territory's only French first-language school. It has also committed to support French First Language program requests anywhere in the Territory where sufficient numbers warrant the service. These programs are currently only offered in Whitehorse.

In 2002-2003, approximately 110 students attended École Émilie-Tremblay in grades K to 12 under the guidance of 10 teachers and two educational assistants.

During the year, the Francophone School Board pursued a number of initiatives to support French first-language education in the Yukon, It:

- expanded and supported Le Jardin d'Émilie, a pre-school program for 3-5 year old children
- established program to enhance future students' linguistic and socialization skills through funding from the Special Measures initiative of the Bilateral Agreement with Canada. This program which was based at the Daycare Centre (La Garderie du petit cheval blanc) is now being run at École Émilie Tremblay. In Sept. there are 19 children enrolled in the program.
- obtained supplementary Federal funding (Heritage Canada) to finance full time Kindergarten continued the support to the Cultural Integration Program aimed at adding cultural components in the curriculum and providing co-curricular activities with a French flavour;
- added TAM (theatre, arts, drama) for secondary students, a popular experiential program modeled on the existing English MAD program; and supported a very successful Quebec - Yukon student exchange program.

In keeping with its strategic plan, the board proceeded with and/or continued the following initiatives:

- maintained a close relationship with the Francophone community through membership in the Community Partnership in Education;
- developed and ratified a number of policies related to board operation
- participated in the activities of the new National Association of Minority French Directors of Education under the umbrella of Fédération Nationale des Conseils Scolaires.
- hosted a National Conference of this organization in Whitehorse last August

Looking ahead, several other issues have been identified as priorities for the near future:

- Initiating a review of the Board's position within the organizational framework of the Department; a new working group committee has been created which is made up of community, Board and Dept representatives and is currently exploring the possibility of an Administrative Agreement to actualize this change.
- Maintaining funding to meet the board's operational costs for 2003-04;
- Promoting and maintaining a high level of academic performance
- Providing increased support for cultural and linguist activities; and
- Increasing the student population of the school.

Student Achievement Statistics

Introduction

This report provides information that relates to assessments mandated by the Public Schools Branch. It does not cover the many other important methods of assessment that exist in Yukon schools. These other methods of assessment range from self-evaluation to teacher observations, and from highly subjective methods to highly objective methods of assessment.

The Public Schools Branch mandates various assessments to monitor the performance of students in key academic areas and at key transitions in students' educational experiences. As well, the Department of Education uses the results of these assessments as indicators of the education system's performance. While indicators can show trends and raise interesting questions, they cannot alone provide explanations or conclusions. Additional research will always be required to diagnose the cause of problems and to assess solutions.

The performance indicators presented in this report are designed to give a picture of how students are achieving for the report year, over time, and in comparison with other jurisdictions.

Student Assessment Plan for the 2002-2003 School Year

In keeping with school systems across Canada, the Public Schools Branch mandates certain assessment programs aimed at providing objective, system-wide measures of achievement and growth. The results from these assessments assist the department in renewing curriculum and in planning professional development for educators. As well, these provide educators with valuable information that can be used to improve student learning. The branch also provides additional assessment resources for use by schools at their discretion.

Beginning with the 1999-2000 school year, Yukon schools implemented a new assessment plan. This plan represents a comprehensive testing strategy that provides a good check of students' learning in the two key areas: numeracy and literacy. Students are assessed at important transition points in their school career - the completion of primary, intermediate, junior and secondary years. This testing refers to the Yukon curriculum and therefore is based on what should have been taught and learned.

This plan also makes it possible for the Public Schools Branch to meets its public accountability obligations by monitoring and reporting on the implementation of the curriculum and student learning. The information provided by the plan's comprehensive package of testing also enables the branch to guide changes to curricula.

For the 2002-2003 school year, the following assessments were mandated:

Assessment Program	Grades
Language Proficiency Index (LPI)	Grades 11 and 12
Yukon Achievement Tests (YAT)	Math and Language Arts: Grades 3, 6 and 9
B.C. Provincial Exams (BCPE)	Grade 12
School Achievement Indicators Program (SAIP)	no SAIP assessment in 2002/03

Yukon Achievement Standards

In August 1994, the Deputy Minister of Education established the standard for student achievement on mandated assessments. This standard, still in force today, consists of 85 per cent of students demonstrating *Acceptable Performance* (i.e. achieving 50% or better) and 20 per cent of students demonstrating *Excellent Performance* (i.e. achieving 80% or better). Several of the figures in this section provide information that allows the reader to determine how well students have performed against the standard. Each figure contains the following:

a) a bold line indicating the target of 85 per cent of students demonstrating Acceptable Performance;

b) a bar indicating success (the lower portion of the stacked bar); and

c) a bar indicating excellence (the upper portion of the stacked bar).

Taken together, the two components of the stacked bar indicate *Acceptable Performance*.

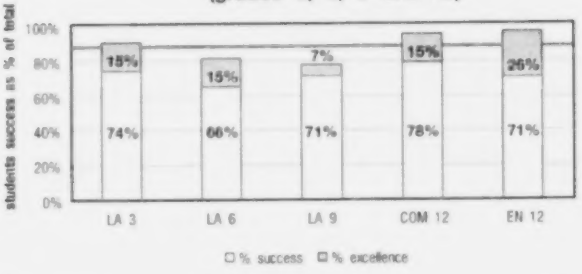
Achievement in Mathematics and Language Arts - a Grade 3, 6 and 9 overview

The Public Schools Branch is continuing to focus its curricular attention to the areas of numeracy and literacy. Figures 8 and 9 provide objective information related to mandated assessments in the areas of Mathematics and Language Arts in grades 3, 6, 9 and 12. The figures detail student performance in terms of the Yukon achievement standard outlined above.

Students were slightly below the target standard of *Acceptable* performance in Language Arts in Grade 3, 6 and 9, as well as Mathematics in Grade 3. Students exceeded the standard of *Excellent* performance in Mathematics at Grade 3. Students in Grade 6 and Grade 9 failed to meet either achievement standard in Mathematics. Students in Grade 12 exceeded the *Acceptable* performance standard in Language Arts (Communications and English), but failed to reach the *Acceptable* performance standard in Mathematics.

It should be noted that, since 2000-2001, results for Grades 3, 6 and 9 have improved in Mathematics between 2 per cent and 7 per cent over the last four years, and in Language Arts, improvement has ranged from 0 per cent to 4 per cent. In the 2002-03 school year, Yukon students' performance was between 0 and 8 per cent below that of Alberta students.

Achievement in Language Arts 2002-2003 (grades 3, 6, 9 and 12)



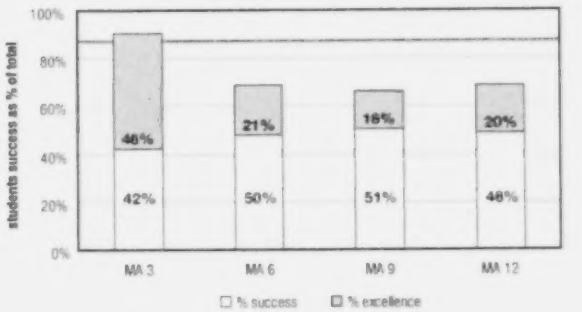
(Figure 8) Source: Yukon Education

Success is defined as achieving a score of 50%-79%. **Excellence** is defined as achieving a score of 80%-100%.

Together, Success and Excellence make up **Acceptable** performance.

LA means Language Arts, COM means Communications, EN means English

Achievement in Mathematics 2002-2003 (grades 3, 6, 9 and 12)



(Figure 9) Source: Yukon Education

Yukon Achievement Tests (YAT)

The Yukon Achievement Tests are curriculum-referenced tests based on the Western and Northern Canadian Protocol (WNCP) common curriculum framework in Mathematics and Language Arts. As Yukon is a participating member in WNCP, this allows us to utilize these Alberta based tests, and to make comparisons to Alberta results. Yukon students are expected to write the Achievement Tests at the end of Grade 3 and Grade 6. The Math 9 and English 9 tests are written at the end of the course (i.e. semester or year end) and count as 25% towards the student's final mark for the course. The key purposes of the assessment (using the Achievement Tests) of student learning against curriculum based standards are: to determine if students are learning what they are expected to learn; to report to Yukoners how well students have achieved territorial standards at given points in their schooling; and, to assist schools and the territory in monitoring and improving student learning.

To better understand the results presented in this section, please refer to the *Guidelines for Interpreting Yukon Achievement Test Results* at the end of this report.

Achievement Test Reporting:

Several levels of reports are provided to schools for the Yukon Achievement Tests. The first report is a school level summary, which provides the aggregate results of the school in comparison to the Yukon as a whole, as well as Alberta result. The second report is a student listing, reporting all students' results in that particular school. Lastly is an Individual Student Profile, reporting a single student's results. A copy of this last report is placed in the student's permanent record, and available for parents to view along with the teacher.

In early October, Curriculum Coordinators provide schools with test item analysis information, and may follow up with meetings and in-servicing either where they feel it is warranted, or as requested by schools.

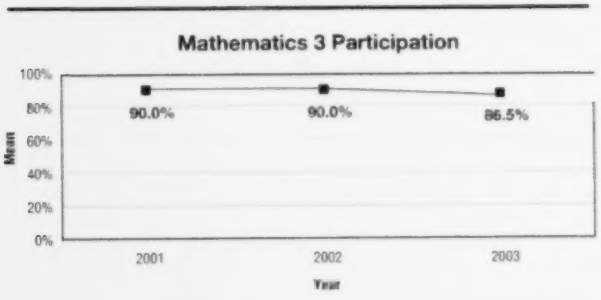
As well, additional reports are produced containing further breakdowns of rural/urban, First Nation results, as well as, for the first time, looking at cohorts of students who wrote this past year that also wrote in the first year, and their performance as a group. This information is contained in the document.

Grade 3 Highlights

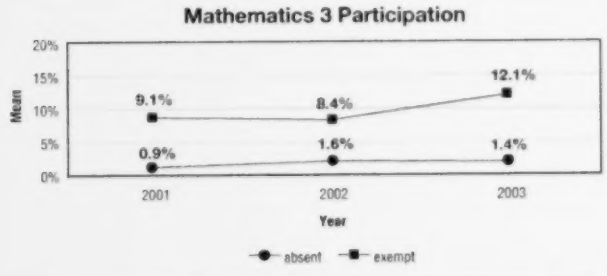
Participation

All grade 3 Yukon students are expected to participate in the YAT testing. A small number of students, who may not benefit from the testing may be exempted by the school.

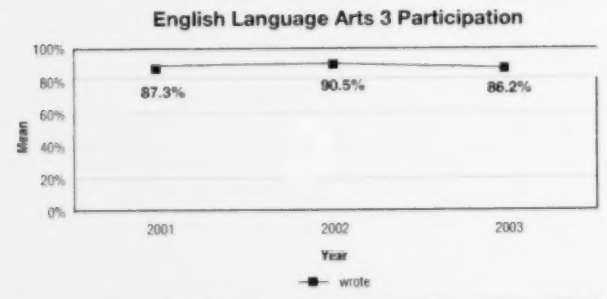
Math: In grade 3 Mathematics, 314 students, or 86.5%, wrote the test. This participation is down from the 2001 and 2002 years of 90%. This is also slightly lower than Alberta's participation, which has ranged from 91% to 93% in the previous four years. The number of students exempted in 2003 from the Math test rose to 44 from 31 in 2002.



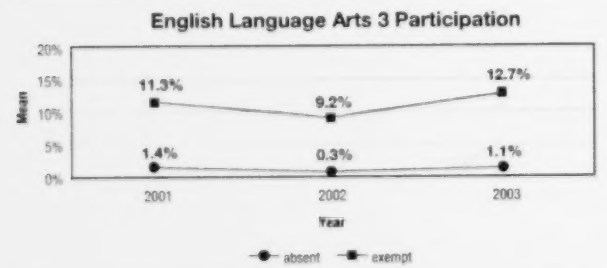
(Figure 10a) Source: Yukon Education



(Figure 10b) Source: Yukon Education



(Figure 11a) Source: Yukon Education



(Figure 11b) Source: Yukon Education

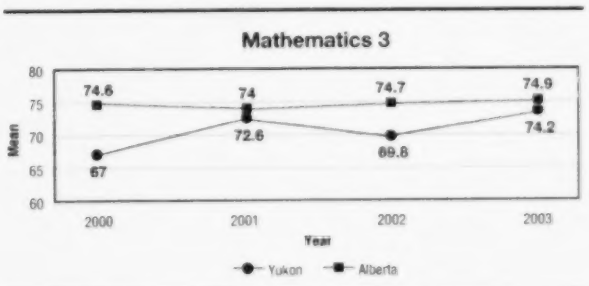
Language Arts: In grade 3 Language Arts, 313 students, or 86.2%, wrote the test. This participation is down from the 2002 year, when it stood at 90.5%. This is also lower than Alberta's participation, which has ranged from 91% to 93% in the previous four years. The number of students exempted in 2003 from the Language Arts test rose to 46 from 34 in 2002.

Trend Analysis:

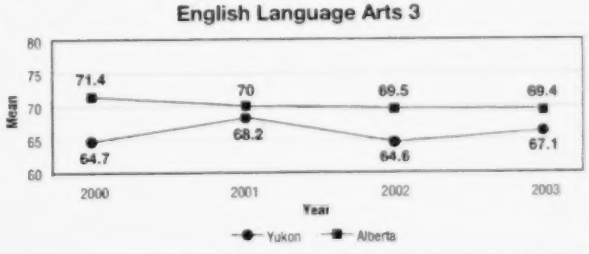
Math: In Mathematics 3, the Yukon aggregate average score has increased by slightly more than 7%, from 67% in 2000 to 74.2% in 2003. The Alberta aggregate average score has remained fairly constant over the same period at around 74.6%.

Language Arts: In Language Arts 3, the trend in the Yukon aggregate average score has remained fairly even at around an average of 66%. The Alberta aggregate average score has declined slightly over the last four years from 71.4% in 2000 to 69.4% in 2003.

Comparison of Averages:



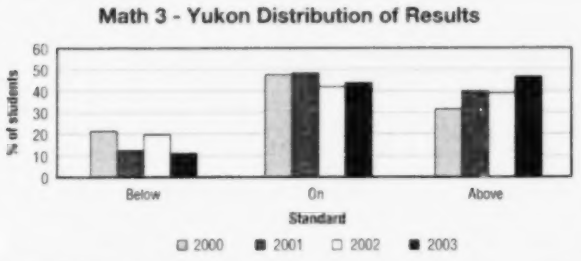
(Figure 12a) Source: Yukon Education



(Figure 12b) Source: Yukon Education

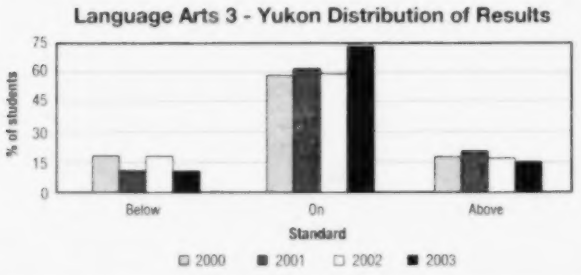
Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at grade 9, and for the grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).



(Figure 13a) Source: Yukon Education

Alberta distribution of results is not available, as their standards differ.



(Figure 13b) Source: Yukon Education

Alberta distribution of results is not available, as their standards differ.

Grade 6 Highlights

Participation:

All grade 6 Yukon students are expected to participate in the YAT testing. A small number of students, who may not benefit from the testing may be exempted by the school.

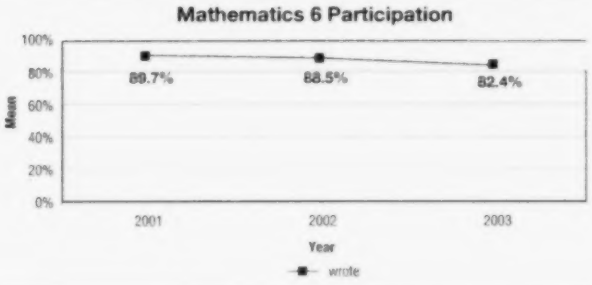
Math: In grade 6 Mathematics, 351 students, or 82.4%, wrote the test. This participation is down from the 2002 year figure of 88.5%. Yukon participation is below the Alberta rate of 91.1%. The number of Yukon students exempted in 2003 from the Math test has risen to 65 from 38 in 2002.

Language Arts: In grade 6 Language Arts, 382 students, or 85.8%, wrote the test. This participation is lower than the 2002 year, when it stood at 90.3%. Yukon participation is below the Alberta rate of 91%. The number of Yukon students exempted in 2003 from the Language Arts test has risen to 60 from 40 in 2002.

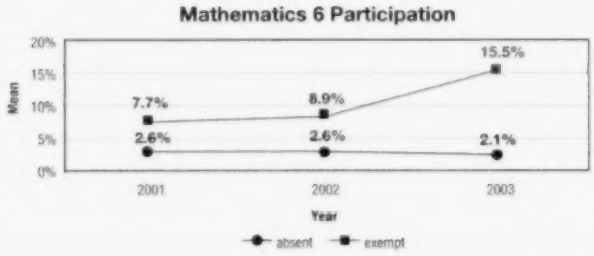
Trend Analysis:

Math: In Mathematics 6, the Yukon aggregate average score has increased slightly from 54.8% in 2000 to 61.3% in 2003. The Alberta aggregate average score has similarly increased over the same period from 67.2% to 69.8%.

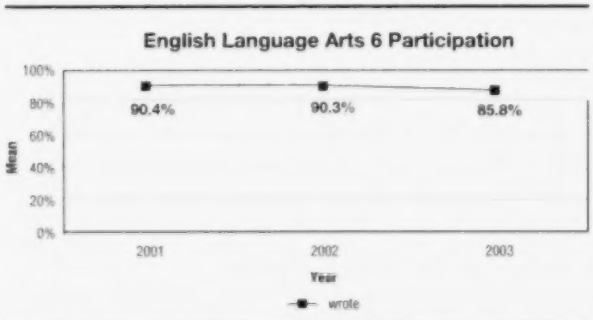
Language Arts: In Language Arts 6, the Yukon aggregate average score has increased slightly from 59.7% in 2000 to 63.6% in 2003. The Alberta aggregate average score has remained fairly constant over the same period at around 68%.



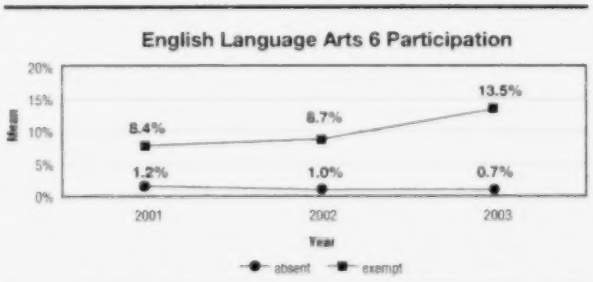
(Figure 14a) Source: Yukon Education



(Figure 14b) Source: Yukon Education

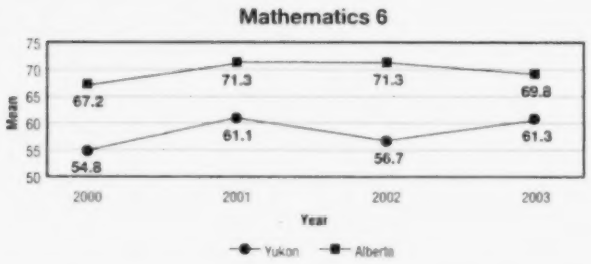


(Figure 15a) Source: Yukon Education

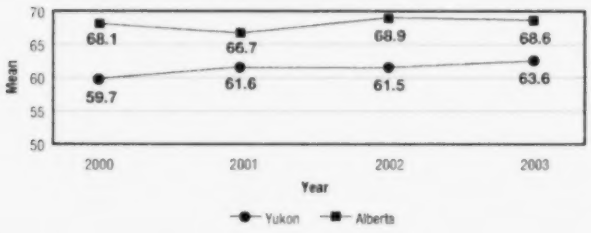


(Figure 15b) Source: Yukon Education

Comparison of Averages:



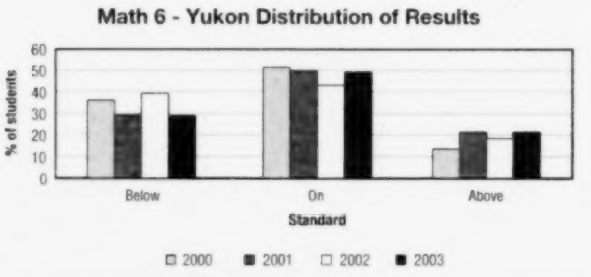
(Figure 16a) Source: Yukon Education



(Figure 16b) Source: Yukon Education

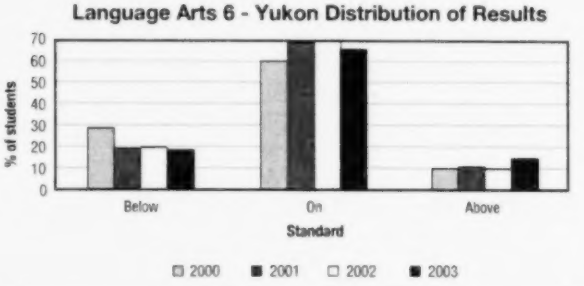
Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at grade 9, and for the grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).



(Figure 17a) Source: Yukon Education

Alberta distribution of results is not available, as their standards differ.



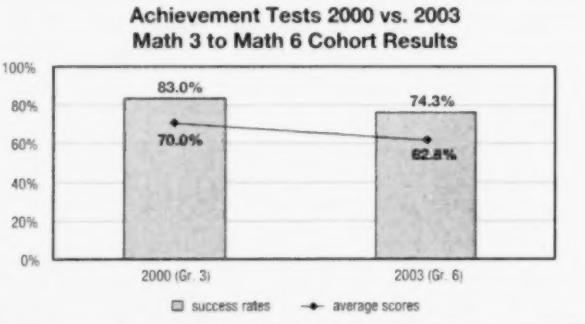
(Figure 17b) Source: Yukon Education

Alberta distribution of results is not available, as their standards differ.

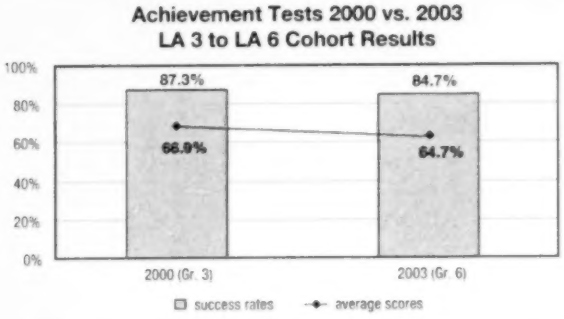
Cohort Comparisons

As this is the fourth year of Yukon students writing the Yukon Achievement Tests, we are able to, for the first time, present results for the same group of students (as a cohort) who wrote both in 2000 and in 2003. These students would have participated in the Math 3 and Language Arts 3 tests in the first year of testing, and subsequently written the grade 6 tests 3 years later. A similar comparison can be drawn between a grade 6 cohort of students from 2000 and grade 9 from 2003.

Generally, in both the grade 3 and grade 6 cohort comparisons, the results of these students dropped in both Math and Language Arts with their second participation in writing between 2000 and 2003.



(Figure 17c) Source: Yukon Education



(Figure 17d) Source: Yukon Education

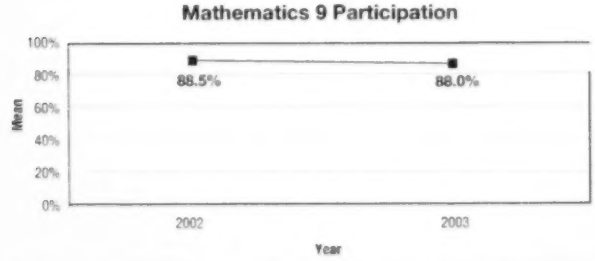
Grade 9 Highlights

Participation:

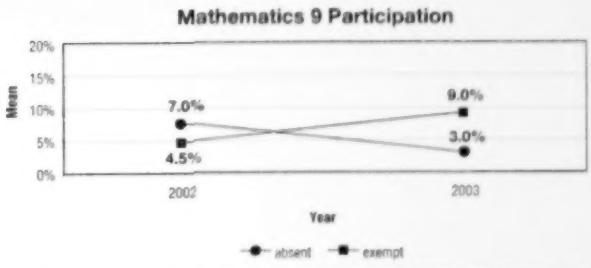
All grade 9 Yukon students enrolled in Principles of Math 9 and English 9 are expected to participate in the YAT testing. For Math 9, this figure represents 82.5% of the grade 9 enrollment, as some students are enrolled in optional Math courses. For English 9, all students are expected to write the test. A small number of students, who may not benefit from the testing may be exempted by the school

Math: In grade 9 Mathematics, 344 students, or 88%, wrote the test. Alberta participation rates are reported at 87% by Alberta Learning. The number of Yukon students exempted in 2003 from the Math test has risen from 16 in 2002 to 35 in 2003.

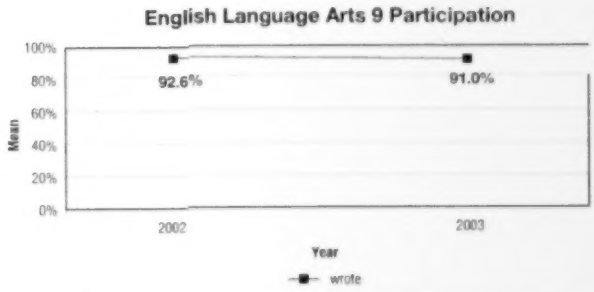
Language Arts: In grade 9 Language Arts, 383 students, or 91%, wrote the test. Alberta participation rates are reported at 87.4% by Alberta Learning. The number of Yukon students exempted in 2003 from the Language Arts test has also risen, from 11 in 2002, to 25 in 2003.



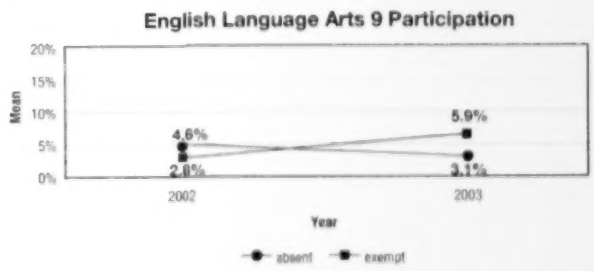
(Figure 18a) Source: Yukon Education



(Figure 18b) Source: Yukon Education



(Figure 19a) Source: Yukon Education



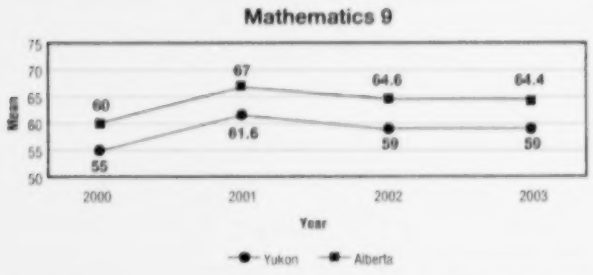
(Figure 19b) Source: Yukon Education

Trend Analysis:

Math: The 2003 score, has shown an increase from the 2000 score of 55% to 59%, as was the case for 2002 as well. The Alberta aggregate average score has followed the same trend as the Yukon score, increasing from 60% in 2000 to 67% in 2001, decreasing to 64.4% in 2003.

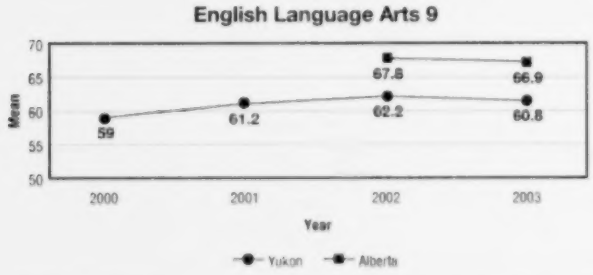
Language Arts: In Language Arts 9, this is the second year that Yukon students wrote the Alberta test. Prior to that the English 9 test was locally developed. The Yukon score for Language Arts 9 in 2003 stood at 60.8%, which is slightly down from the score of 62.2% in 2002. The score for Alberta students in 2003 was 66.9%.

Comparison of Averages:



(Figure 20a) Source: Yukon Education

* 2002 was the first year for the Yukon's use of the Alberta YAT 9 test for Language Arts. Previous year's tests were locally developed, therefore comparisons to Alberta are unavailable for 2000 and 2001

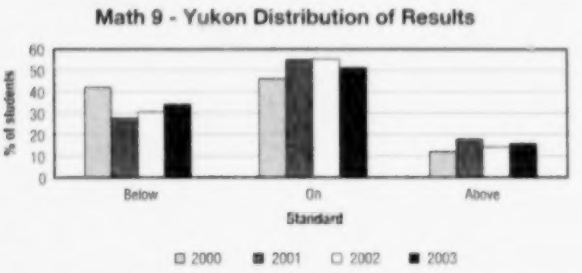


(Figure 20b) Source: Yukon Education

* 2002 was the first year for the Yukon's use of the Alberta YAT 9 test for Language Arts. Previous year's tests were locally developed, therefore comparisons to Alberta are unavailable for 2000 and 2001

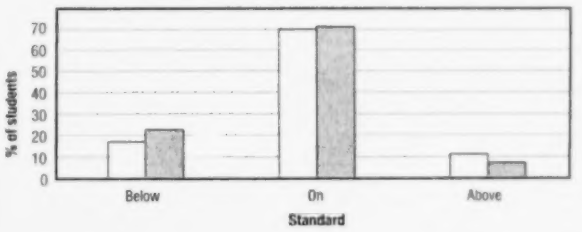
Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at grade 9, and for the grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).



(Figure 21a) Source: Yukon Education

Alberta distribution of results is not available, as their standards differ.

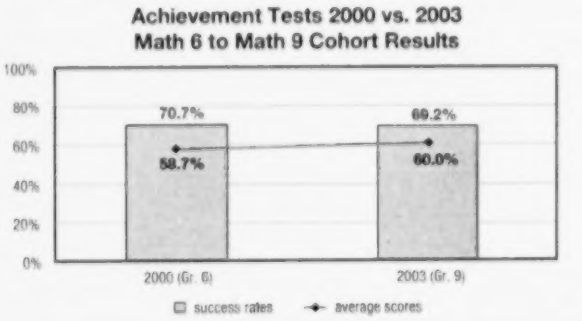


(Figure 21b) Source: Yukon Education

Alberta distribution of results is not available, as their standards differ.

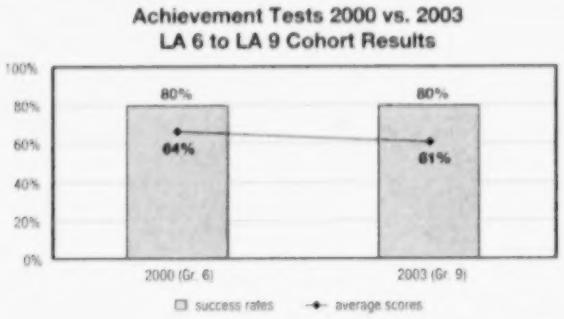
Cohort Comparisons

Generally, in both the grade 3 and grade 6 cohort comparisons, the results of these students dropped in both Math and Language Arts with their second participation in writing between 2000 and 2003.



(Figure 21c) Source: Yukon Education

Alberta distribution of results is not available, as their standards differ.

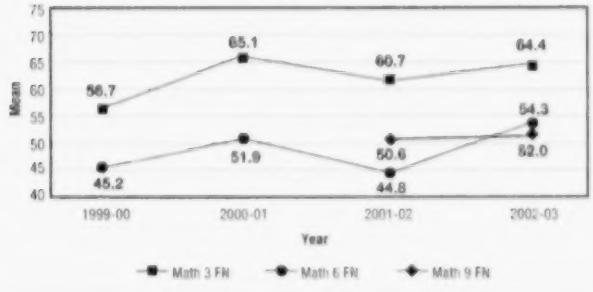


(Figure 21d) Source: Yukon Education

Alberta distribution of results is not available, as their standards differ.

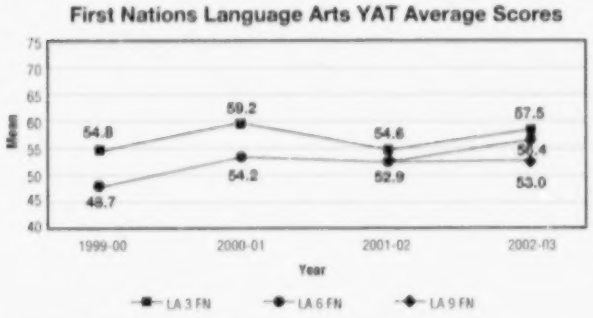
Achievement - A First Nation Perspective

Figures 22 through 24 are provided in order to allow comparisons between the performance of First Nation and that of non-First Nation students for the 2002-2003 school year, as assessed through the Yukon Achievement Tests in Mathematics and Language Arts. The first two figures represent the average score of First Nation students on both the Math and Language Arts Achievement tests. These figures indicate that First Nation students are achieving at a higher level in mathematics than they have in previous years, and that their achievement in Language Arts has remained fairly constant.



(Figure 22a) Source: Yukon Education

First Nation ancestry is based on self-identification.

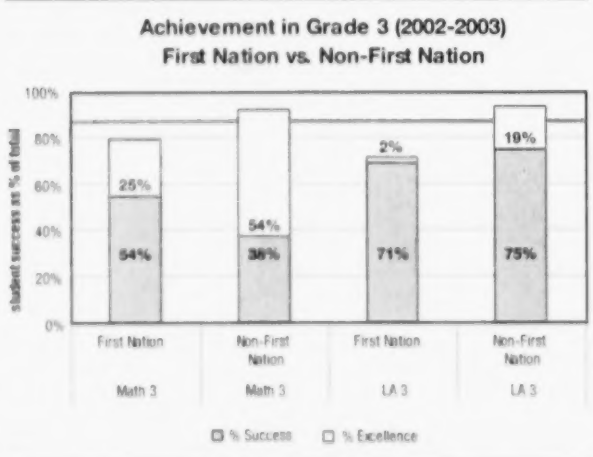


(Figure 22b) Source: Yukon Education

First Nation ancestry is based on self-identification.

Generally, in Grade 3, First Nation students performed below the established standard of performance, while non-First Nation students performed above the standard of *Acceptable* performance. In grades 6 and 9 the achievement of First Nation and non-First Nation students failed to meet the expected standard of *Acceptable* performance, with the exception of non-First Nation students in Language Arts 6.

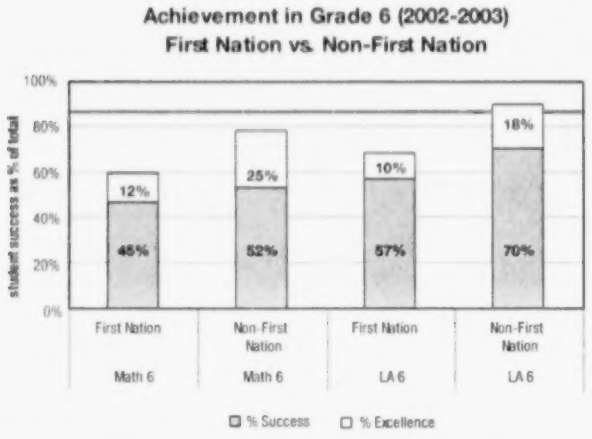
First Nation students in Math 3, and non-First Nation students in Math 3, Language Arts 3 and Math 6, exceeded the expected standard of *Excellent* performance. Although additional research will be required to fully understand the causes, the attendance information provided in Figure 37 highlights one factor that is possibly responsible.



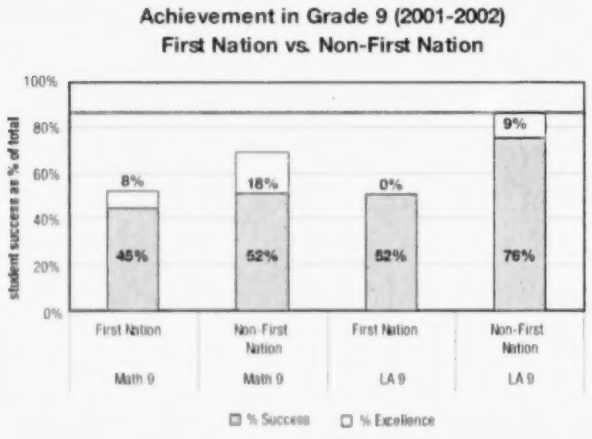
(Figure 23a) Source: Yukon Education

Success is defined as achieving a score of 50%-79%. **Excellence** is defined as achieving a score of 80%-100%. Together, Success and Excellence make up **Acceptable** performance.

First Nation ancestry is based on self-identification.



(Figure 23b) Source: Yukon Education



(Figure 24) Source: Yukon Education

British Columbia Provincial Exams (BCPE)

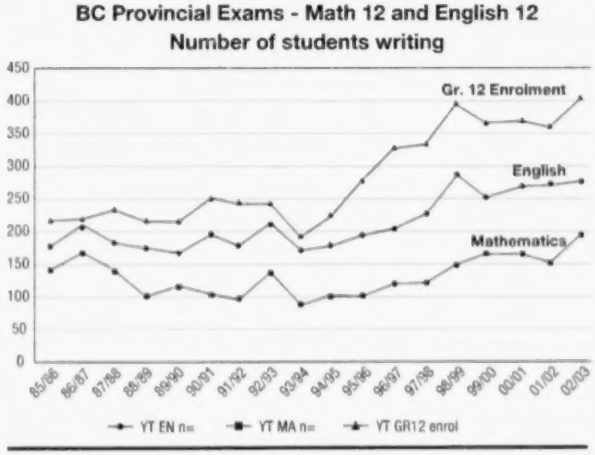
As the BC Program of Studies form the basis of the Yukon curriculum at Grade 12, Yukon students enrolled in a Provincially examinable course are expected to write the BC Provincial Exams. These exams are written at the end of the course (i.e. semester or year end) and count as 40% towards the student's final mark for the course. The BC Provincial Exam program: ensures that Grade 12 students meet consistent provincial standards of achievement in academic subjects; ensures that graduating students from all schools will be treated equitably when applying for admission to post secondary institutions; and responds to strong public concerns for improved standards of education.

Grade 12 Highlights

Participation:

All grade 12 Yukon students enrolled in a Provincially examinable course are expected to write the BC Provincial Exams. Participation rates are difficult to determine for grade 12 students, as not all students are required to enroll in these courses. Students generally enroll in these courses if they are required for their specific graduation program, or as a requirement of entry to a post secondary institution.

We can however track participation over time in terms of the number of students writing versus the grade 12 enrolment over time. The information retained over the past 15 years indicates that registrations in these courses has remained fairly constant, and increases and decreases at approximately the same rate as the enrolment. For the purpose of this report, with the focus on numeracy and literacy, registration information has been provided for the English 12 and Mathematics 12 exams. Figure 25 shows the number of Yukon students writing these exams compared to the grade 12 enrolment over time.

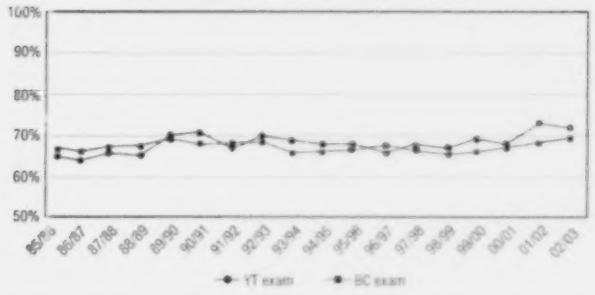


(Figure 25) Source: Yukon Education

Trend Analysis:

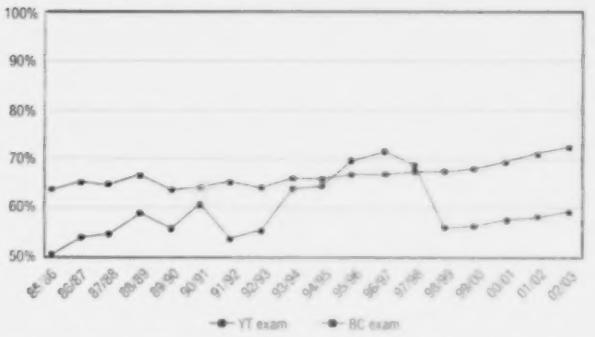
With 21 possible provincial exams available for students to write, it would not be feasible to include trend information for all exams. For the purpose of this report, with the focus on numeracy and literacy, trend information has been provided for the English 12 and Mathematics 12 exams. Figures 26 and 27 show the Yukon average score and the BC average score over time for these two exams.

BC Provincial Exams - English 12
Comparison of exam mark - YT vs. BC



(Figure 26) Source: Yukon Education

BC Provincial Exams - Math 12
Comparison of exam mark - YT vs. BC

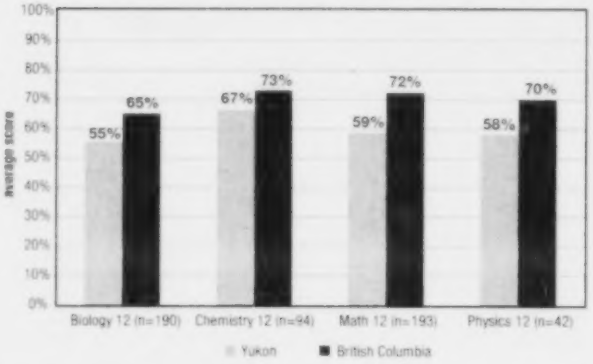


(Figure 27) Source: Yukon Education

Comparison of Averages

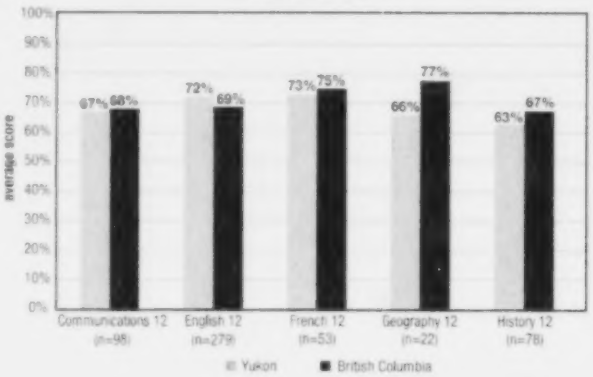
Figures 28 and 29 provide a comparison between Yukon students and their British Columbia counterparts in key subject areas in Grade 12. However, due to the small number of Yukon students writing any given exam, readers are cautioned against making definitive judgments of student performance based on these comparisons. When numbers are small, the scores of even a few students can have a large impact on the overall average. For example, in 2002-2003, the number of Yukon students writing exams ranged between 8 (Applications of Math 12) and 279 (English 12), while in British Columbia, they ranged between 5,000 and 40,000 students. It should also be noted, that **the number of Yukon First Nation students writing the various exams is too small to allow comparisons on the basis of ethnicity.**

BC Provincial Exam Averages 2002-2003
Mathematics and Sciences



(Figure 28) Source: Yukon Education

BC Provincial Exam Averages 2002-2003
Humanities



(Figure 29) Source: Yukon Education

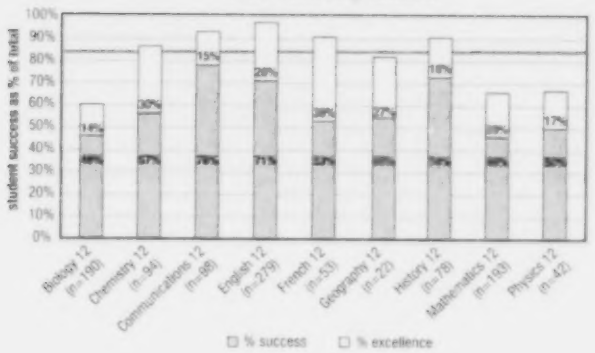
Although this report does not contain detailed information (beyond the reporting of averages in figures 28 and 29) to allow comparisons between Yukon and British Columbia students over time, the following summary is provided to give the reader a general sense of Yukon students' performance.

Results from 1996-1997 through 2002-2003 school years show that:

- In Biology 12, Yukon students performed between 3 per cent and 12 per cent lower than BC students.
- In Chemistry 12, Yukon students performed between 8 per cent and 11 per cent lower than BC students.
- In English 12, Yukon students performed between 2 per cent lower and 5 per cent higher than BC students.
- In Mathematics 12, Yukon students performed between 4 per cent higher and 12 per cent lower than BC students.
- In Physics 12, Yukon students performed between 4 per cent and 11 per cent lower than BC students.

Distribution:

Achievement in Grade 12 (2002-2003)
BC Provincial Exams



(Figure 30) Source: Yukon Education

Success is defined as achieving a score of 50%-79%. **Excellence** is defined as achieving a score of 80%-100%. Together, Success and Excellence make up **Acceptable** performance.

Guidelines for Interpreting the School-based Yukon Achievement Test Results

The school reports describe the results achieved by students who were in grades 3, 6, and 9. There is a separate result for each test based on the language of the test.

Yukon Department of Education and schools are responsible for ensuring that the highest possible quality of education is provided to students. The results from Yukon assessments enable the Department, Directors of Learning, principals, teachers, school councils, parents, and community members to examine Yukon and school results in relation to Yukon goals and standards. Careful interpretation of results should lead to decisions about how to improve student learning. The reporting on and analysis of results achieved, together with the identification of improvement strategies, are key components of a schools planning and reporting processes. Achievement test results provide only part of the overall picture of the territory's, or a school's performance.

Although Yukon assessments are designed to assess the achievement of Yukon standards, many important learning outcomes cannot be measured by time-limited, paper-and-pencil tests. In addition, many factors contribute to student achievement. The school is in the best position to accurately interpret, use, and communicate achievement results for the school. For this reason, information about school results should be obtained from the school. The Yukon Department of Education does not endorse the production or publication of rank order lists of results.

Detailed reports are useful to school staff for in-depth analysis of areas of strength in a course, areas needing improvement, and the progress being made toward achievement of goals. In addition to summary School Reports, the Department of Education also provides to schools a breakdown of results by curricular objective, to assist in identifying areas of strength and weakness.

Every student who was in grade 3, 6 or 9 in Mathematics or Language Arts was expected to write the achievement tests unless it was not possible for the student to respond to the tests or if participation would be harmful to the student.

If a student wrote only one part of the test but was absent for the other part, his or her results are not calculated in the total mean for the school.

Some students with special needs can complete the achievement tests without the use of writing accommodations, others can complete the tests with accommodations, and a few are unable to complete the achievement tests. Students who are unable to complete the achievement tests because they are not capable of responding to the test in its original or approved modified form, or if participation would be harmful to them, should be excused from writing by the school.

Results for an achievement test shall not be reported to the public when there are fewer than six students who wrote the test. This is to protect the privacy of individual students.

Since curriculum standards do not change from year to year, every effort is made to construct tests that are equivalent in difficulty to tests from previous years.

The report provides school average scores (means) for the total test. Evaluating the importance of and reasons for differences between school and territorial results requires careful consideration of the practical significance of differences. Also, it is

important to consider local targets for student achievement relative to territorial achievement standards.

School factors that affect student achievement

Research in education has identified key aspects of school effectiveness that affect student achievement.

Productive School Climate and Culture

- There is a shared and articulated focus on achievement.
- There is a shared belief that all students can achieve.
- Staff is cohesive, collaborates, and makes decisions by consensus.
- There is a safe orderly environment that is conducive to teaching and learning.

Focus on Student Acquisition of Central Learning Skills

- Teachers know what students are to learn and emphasize mastery of key concepts.
- Students know what is expected of them.
- Learning time is maximized.

Frequent Monitoring of Student Progress

- Student progress is monitored, reported, and used for planning improvements.
- Students can show what they have learned.
- Parents know what their child has achieved.
- A variety of assessments are used.

Instructional Leadership

- Effective instructional leadership is provided.

Parent–School Partnerships

- High levels of school and home cooperation are evident.

Effective Instruction

- Grouping and organizational arrangements are appropriate.
- Pacing is appropriate.
- Curriculum and learning are aligned.
- Teachers use a variety of strategies.
- Students are actively involved.

High Expectations and Requirements for Students

- Students are held responsible for learning.
- Higher-order learning is emphasized.

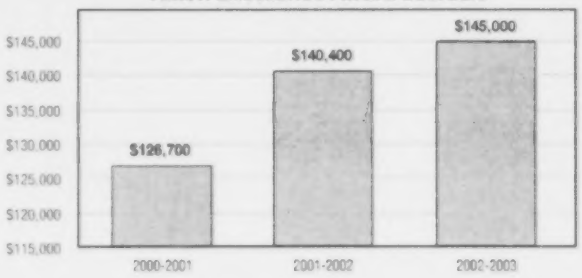
Many other factors can be considered in interpreting results and planning for improved learning. These include students' abilities, attitudes, motivations, aspirations, academic backgrounds, and learning styles. They also include students' family circumstances, socioeconomic backgrounds, and community environments. Educators can use achievement test results as one part of an overall plan to improve the quality of learning. Such planning should involve teachers, parents, and community members in the analysis of test results.

Yukon Excellence Awards (YEA)

Students earn Yukon Excellence Awards solely through their academic performance. All students in Grade 9 who write semester-end or year-end Yukon Achievement Tests, and Grade 12 students who write B.C. Provincial Examinations, are eligible for an award. To qualify for an award, students must achieve a test score of 80 per cent or above.

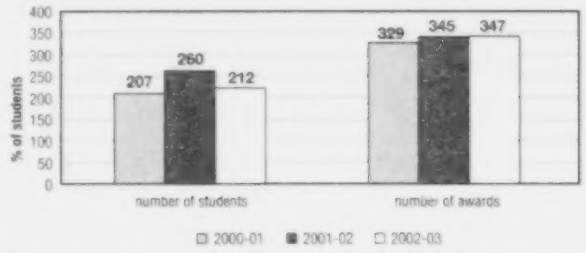
For the 2002-2003 school year, 219 students earned 347 awards, totaling $145,000. This is an increase of 2 awards from the previous school year. Specifically, there were 96 awards at the Grade 9 level and 251 awards at the Grade 12 level.

Yukon Excellence Award accruals



(Figure 31) Source: Yukon Education

Yukon Excellence Award numbers



(Figure 32) Source: Yukon Education

School Achievement Indicators Program (SAIP)

In 1989, the Council of Ministers of Education Canada (CMEC) initiated the School Achievement Indicators Program (SAIP), the first-ever attempt to arrive at a consensus on the elements of a national assessment. In the SAIP, the achievement of

individual students is not identified, and no attempt is made to relate an individual's achievement to that of other students. The SAIP is essentially a measure of how well each province or territory's education system is doing; it does not replace individual student assessment, which is the responsibility of teachers, schools, boards, and ministries of education. Similarly, no attempt is made to compare schools or school districts. The results are reported at the provincial or territorial level only. The SAIP assessment is administered on a cyclical basis, assessing reading, writing, science and mathematics.

The SAIP Writing Assessment was written by all 13 and 16-year-old Yukon students in spring 2002. These students are usually in Grades 8 and 11. However, there is some overlap of other grade levels in each age group. In most other jurisdictions in Canada, a sampling of the student population participates in the testing.

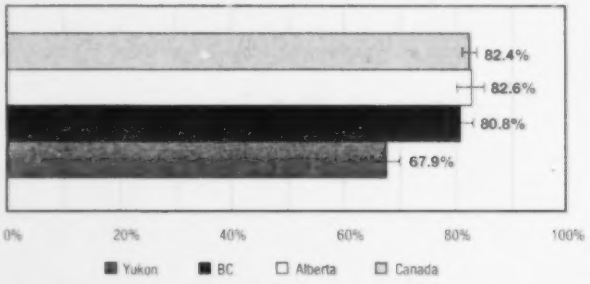
SAIP results are reported according to five levels of achievement, beginning with Level 1 (basic) and continuing to Level 5 (the most complex). The expectation is that most 13-year-olds will achieve at or above Level 2 and that most 16-year-olds will achieve at or above Level 3.

In light of changes to the framework and design of the 2002 assessment instrument, considerable caution is necessary in comparing the 2002 writing results with those for both 1994 and 1998. Changes to the topic, scoring criteria and procedures for 2002 were more precisely defined, with an additional element required in the assessment. These changes are significant enough to suggest that any attempt to compare student performances of 2002 with those of 1994 and 1998 must take into account the changes in design and scoring. With this in mind, comparisons are not presented in this report. Further information can be obtained by reviewing the separate results in the CMEC SAIP public reports.

Figures 33 and 34 allow comparisons between Yukon students' achievement in 2002 against the overall Canadian results and those of Alberta and British Columbia. Yukon 13-year-olds performed below the Canadian average in Writing at Level 2, as well as below the level of achievement of BC and Alberta students. Similarly, 16 year-olds performed below the Canadian average in Writing at Level 3, as well as below the level of achievement of BC and Alberta students

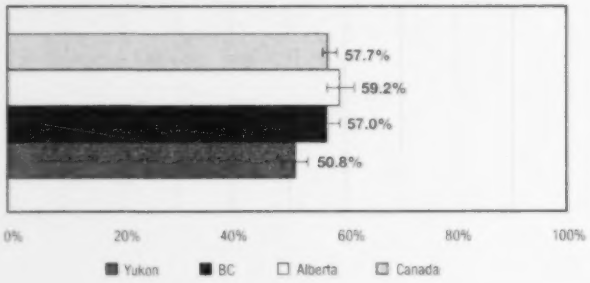
The results below represent the performance of a sample of students, and are therefore estimates of the performance of the entire student population. Because an estimate based on a sample is rarely exact, it is common practice to provide a range of percentages within which the actual achievement level might fall. These ranges are called "confidence intervals" and represent the high- and low-end points between which the actual level of achievement should fall, 95% of the time. If the confidence intervals overlap each other, the differences are NOT statistically significant.

School Achievement Indicators Program (SAIP) 2002-2003
13-year-old performance - Writing at Level 2



(Figure 33) Source: Yukon Education

School Achievement Indicators Program (SAIP) 2002-2003
16-year-old performance - Writing at Level 3

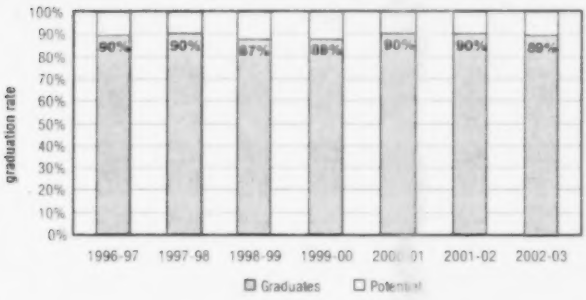


(Figure 34) Source: Yukon Education

Graduation

Yukon students follow the British Columbia Ministry of Education graduation requirements. The mix of Foundation and Selected Studies courses enables students to meet the expectations of completing the basic academic core courses (Foundation Studies) of Language Arts, Mathematics, Sciences, Fine Arts and Applied Skills, and Career and Personal Planning, as well as a selection of optional courses (Selected Studies) in the areas of their choosing. In order to complete graduation, students must accumulate the required total of 52 credits under this program.

Figure 35 below provides a comparison over time of Yukon graduation rates. Graduation rates are calculated by dividing the number of students who actually graduated by the number of students who had the potential to graduate. Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year, provided they pass all of the courses in which they are enrolled.



(Figure 35) Source: Yukon Education

Over the last seven-year period graduation rates have remained fairly constant, ranging from 87 per cent to 90 per cent. During the same period, British Columbia graduation rates ranged from 92 to 94 per cent.

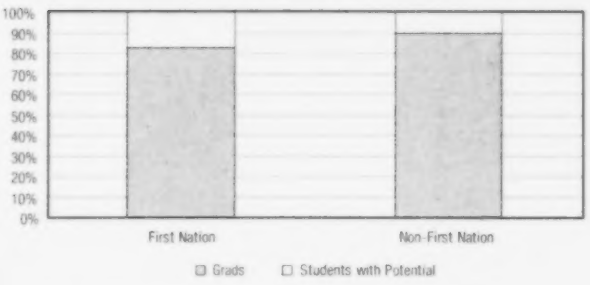
First Nation Graduates

In 1996-1997 school year, 8 per cent of the students who graduated were of First Nation ancestry. In 2000-2001 school year, 16 per cent of the students who graduated were of First Nation ancestry. For the 2002-2003 school year, this figure has declined slightly to 11% of graduates being of First Nation ancestry, down from 12% in 2001-2002.

A more direct comparison of First Nation graduation success can be measured in the same fashion as for total Yukon grads, by comparing the number of graduates to those with the potential to graduate (see figure 36). For the 2002-2003 school year, 82% of First Nation students with the potential to graduate were successful at meeting the requirements of graduation. This compares with 90% for non-First Nation students.

Student Attendance

Attendance is an important educational success indicator. At the moment, collecting and reporting attendance information presents considerable challenges.



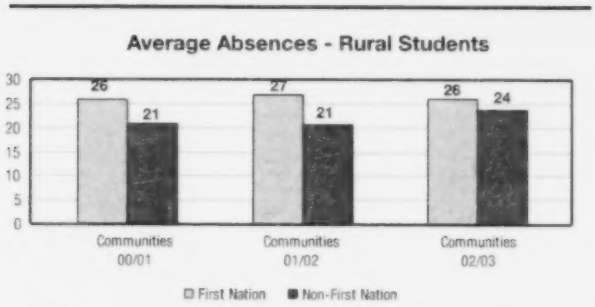
(Figure 36) Source: Yukon Education

Note: Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year, provided they pass all of the courses in which they are enrolled.

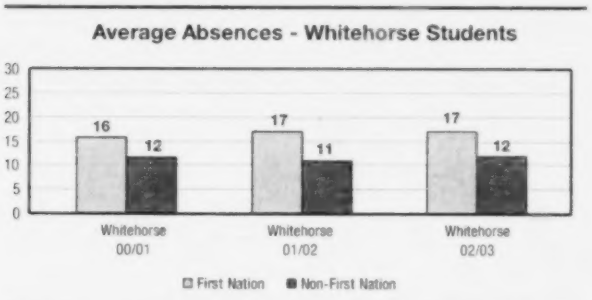
- This is the third year that attendance data is available from the Student Information Management System (SIMS) and therefore, caution should be exercised in drawing trend conclusions.
- Not all schools record absenteeism in the same manner. As a result, it is likely that some absenteeism is not captured within the SIMS.
- A few students were marked absent for several weeks or months before being deleted from the school's attendance register. It should be noted that the impact of these few students on the overall statistic is small.

During 2000-2001 preliminary work was undertaken to standardize data acquisition. Despite the limitations of the current system, some valuable information can be highlighted. For the 2001-2002 school year, additional work was undertaken to ensure that more accurate information was collected at the school level. For the 2002-2003 school year, an even closer look was taken at attendance recording. With this in mind, a revised, and more accurate, system of reporting has been used, and applied to previous year's data. This has resulted in a slight adjustment to data contained in previous year's reports.

Figure 37 below shows that absenteeism for the past three years is greater in rural communities than in Whitehorse and that First Nation students, on average, miss more days of school than their non-First Nation counterparts. First Nation students in the communities are absent approximately five weeks a year, or almost 10 per cent of the total annual classroom instruction time. High levels of absenteeism are typically associated with reduced performance and achievement.



(Figure 37a) Source: Yukon Education



(Figure 37b) Source: Yukon Education

Looking Ahead

Focus on Literacy and Numeracy

We will continue to emphasize literacy and numeracy as the two main priorities in K-12 programming for the 2003-2004 school year. This will include continuing with early intervention strategies such as Reading RecoveryTM, expanding the number of all day and K-4 kindergarten programs and providing classroom support for literacy and numeracy in grade 2. The grade 8 literacy screening program will be expanded to all Yukon secondary schools in order to provide better programming for all students.

The branch also plans to emphasize and allocate additional resources to mathematics in the 2003-04 school year. Initiatives will include extended professional development for math teachers at all grade levels. The math consultant will develop a teacher training project aimed at grade eight students; the introduction of three new math programs at the secondary level will be completed; and continued use of The Learning EquationTM computer software as an alternative resource and method for teaching math will be expanded from grade 7 to 10 to include grades 11 and 12.

2004 Graduation Program

British Columbia announced changes to the graduation program in May of 2003. The proposed changes are designed to:

- better support student achievement, and
- improve the quality of public education.

The highlights of the 2004 graduation program are:

- Grade 10 courses will count for credits.
- Students will have room for more choice in the elective area. Graduation Program policies that recognize other learning opportunities will be available for Grade 10 students as well as Grade 11 and 12 students, and school districts will have increased flexibility to develop courses and programs that respond to local needs.
- A new Planning 10 course will encourage students to explore a range of career options, plan their future and develop skills in areas such as employability, healthy decision-making, and financial management.
- Students will be required to write exams in five subjects: Language Arts 10, Science 10, Mathematics 10, Social Studies 11 or 12, and Language Arts 12.
- Students will be able to demonstrate their competencies in areas such as career planning, employability skills, and personal well being in the assembling of a Graduation Portfolio

Looking Ahead

First Nation Curriculum and Resource Development

The Department of Education recognizes the need for the expansion of both Yukon First Nation curriculum and the resources to support it within Yukon schools.

Two major initiatives in this area will be:

- the exploration of the development of an Aboriginal Immersion program to be based in Elijah Smith Elementary School;
- the development of resources to support the topics of land claims and First Nation governance within the K-12 social studies program.

Resources will also be developed be the Department of Education in partnership with a number of First Nations and private organizations to support both the new curricular projects as well as learning outcomes found within the existing curriculum documents.

Stronger Partnerships with First Nations

The department is engaged in discussions with a number of First Nations on a government-to-government basis to better share the responsibility for managing education for Yukon students. These First Nations are Tr'ondek Hwech'in First Nation, First Nation of Nacho Nyak Dun and Vuntut Gwitchin First Nation.

These discussion are focussed on establishing cooperative working relationships that will improve education services for First Nation students, and improve the working relationships between our schools and the First Nation governments.

The Section 17.7 talks with Tr'ondek Hwech'in, which fall out of the Tr'ondek Hwech'in Self-Government Agreement are being held up as a model way of doing business in a government-to-government fashion.

More Information

Department of Education web link

- Yukon Education: www.education.gov.yk.ca
- Yukon Schools on the web: www.yesnet.yk.ca

Enquiries

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Box 2703, Whitehorse, Yukon, Y1A 2C6

Assessment and indicators web links

- Alberta Learning: www.learning.gov.ab.ca
- B.C. Ministry of Education: www.gov.bc.ca/bced
- Council of Ministers of Education Canada: www.cmec.ca
- Western and Northern Canadian Protocol: www.wcp.ca

Assessment and indicators publications

- Student Information and Assessment (2000). *A Handbook of Procedures and Guidelines for Student Assessments and Awards*. Canada, Yukon Education.
- Centre for Education Statistics (2000). *Education Indicators in Canada. Report on the Pan-Canadian Education Indicators Program 1999*. Canada, Statistics Canada.
- Joint Advisory Committee (1993). *Principles of Fair Student Assessment Practices for Education in Canada*. Edmonton, Centre for Research in Applied Measurement and Evaluation.

Experiential learning web links

- Association of Experiential Education: www.aee.org
- Alternative Education Resource Organization: www.edrev.org
- State Education and Environment Roundtable: www.seer.org
- Global Learning Observation Benefits Environment: www.globe.gov

Experiential learning publications

- Lieberman, Gerald & Hoody, Linda (1998). *Closing the achievement gap: Using the environment as an integrating context for learning*. USA, Science Wizards.

More Information

- Drake, Susan (1993). *Planning integrated curriculum: The call to adventure.* USA, Association for Supervision and Curriculum Development.

Early Intervention web links

- Canadian Institute of Reading Recovery: www.yrbe.edu.on.ca/~read/rr/cirr.htm

Early Intervention publications

- Klein, Tracy (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Tantalus School : August 28,2000 to June 7, 2001.* Canada, Yukon Education.
- Johnston, Mary Ann (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Elijah Smith Elementary School : August 28,2000 to June 13, 2001.* Canada, Yukon Education.
- Eberlein, Glenda and McCorkell, Aileen (2001). *Reading Recovery Teacher Leader Site Report for the School Year 2000/01.* Canada, Yukon Education.
- Eberlein, Glenda and McCorkell, Aileen (2002). *Reading Recovery Teacher Leader Site Report for the School Year 2001/02.* Canada, Yukon Education.